

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. The Conclusion

This research was aimed to find out the effect of using Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text of the second year students at Islamic Senior High School Hasanah Pekanbaru. Based on the research findings in the previous chapter, the writer gives conclusions as follows:

First, the students' reading comprehension taught by using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru is categorized as **"Good"** level. There was 1 student who got score (40-55) and categorized as **"Less"** level. There were 7 students who got score (56-65) and categorized as **"Enough"** level. There were 8 students who got score (66-79) and categorized as **"Good"** level, and there were 6 students who got score (80-100) which were categorized as **"Very Good"** level. Thus, the majority of the experimental class students' post-test scores were classified into **"Good"** level with percentage 36.37%.

Besides, the students' reading comprehension taught without using Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru is categorized as **"Less"** level. that there were 7 students got score (40-55) and categorized as **"Less"** level. There were 4 students got score (56-65) and categorized as **"Enough"** level, and there were 6 students got score (66-79) which were categorized as **"Good"** level. Thus, the majority of the control class

students' post-test scores were classified into "Less" level with percentage 41.18%.

Furthermore, there is a significant difference on students' reading comprehension in analytical exposition text taught by using and without using the Plus Minus Interesting strategy at Islamic Senior High School Hasanah Pekanbaru. Based on the data analysis by using independent sample t-test formula, the writer found that the probability sig. (2-tailed) was 0.005 less than 0.05. It means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

In addition, there is a significant effect of using the Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text at Islamic Senior High School Hasanah Pekanbaru. The result of the effect size is 0.19. It was categorized as **Large effect**. It means that alternative hypothesis 2 ( $H_{a2}$ ) is accepted.

To sum up, based on the result of the research, teaching reading comprehension by using Plus Minus Interesting strategy to the second year students at Islamic Senior High School Hasanah Pekanbaru was better than students who were taught without using Plus Minus Interesting strategy.

## B. The Suggestion

Based on the research findings and consideration the effect of using the Plus Minus Interesting strategy on students' reading comprehension in analytical exposition text, the writer proposes some suggestion especially for teacher and students as follows:

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Plus Minus Interesting strategy is recommended to be applied by the teaching and learning process, especially in reading subject. Besides, the teacher should support their teaching strategies by using interesting media. Teacher should construct creative and enjoyable teaching and learning process for students so that the students will be more motivated to learn English. Furthermore, the teacher also should encourage students' awareness about the importance of reading for their life in order to develop students' interest in reading.

The students are suggested to do reading as habitual activity. The students are also hoped to read as much as possible to increase their vocabulary in order to make a good comprehension on the text. Besides, this research is expected to be used and useful as starting points to conduct a better research by considering the effect of the strategy used in this research. In other words, this research can also be a relevant research for the other researchers.